



Australian Bureau of Statistics

6278.0 - Education and Training Experience, Australia, 2001

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Summary

Main Features

ABOUT THIS PUBLICATION

This publication presents results from the Survey of Education, Training and Information Technology, which was conducted nationally by the Australian Bureau of Statistics (ABS) from April to August 2001. Information was collected by personal interview from individuals on their educational attainment, participation in education and training over the past 12 months, and use of information technology.

The publication contains statistical tables highlighting key survey results relating to education and training, as well as explanatory material describing the survey design and methodology, the quality and interpretation of survey results, and products and services available. Information from the survey about the use of information technology will be published in **Household Use of Information Technology, Australia (Cat. no. 8146.0)**, which is planned for release in late 2002.

The Australian Standard Classification of Education (ASCED) was introduced into ABS collections in 2001. Using ASCED as the classification, this publication includes tables on both 'Highest educational attainment' (involving school and non-school attainment) and 'Highest non-school qualification completed'. Because these measures of educational attainment are quite different, readers should refer to the Explanatory Notes before using these data.

EFFECTS OF ROUNDING

Where estimates have been rounded, discrepancies may occur between sums of the component items and totals.

ACKNOWLEDGMENTS

ABS publications draw extensively on information provided freely by individuals, businesses, governments and other organisations. Their continued cooperation is very much appreciated; without it, the wide range of statistics published by the ABS would not be available. Information received by the ABS is treated in strict confidence as required by the Census and Statistics Act 1905.

SUMMARY OF FINDINGS

EDUCATION AND TRAINING OVERVIEW

The results of the Survey of Education, Training and Information Technology (SETIT) show that in 2001 over half of the Australian population aged 15 to 64 years had completed a 'non-school' qualification, such as a vocational education and training certificate, diploma or degree. In addition, over 2.5 million people studied for an educational qualification (including study at school level) in 2001. Participation in work-related training courses was also high, underlining the importance given to improving work-related skills.

At the time of the survey (April to August 2001) there were an estimated 12,870,600 people aged 15 to 64 years. An overview of the education and training status of this age group shows that:

- 51% had completed a non-school qualification;
- 42% had completed school education to Year 12 level;
- 17% had a highest educational attainment of Bachelor degree or higher;
- 20% had enrolled to study in 2001, of whom 72% were studying towards a non-school qualification;
- 25% intended to enrol to study for a qualification in the next three years;
- 37% had completed at least one work-related training course in the 12 months prior to the survey; and
- 20% of people not at school wanted to, but did not, undertake some study or more study in the 12 months prior to the survey.

Over time

Data comparisons for people across the 2001, 1997 and 1993 surveys on this topic can only be made for part of the Australian population aged 15 to 64 years - those in, or marginally attached to, the labour force who were not attending school (see paragraphs 34 to 38 of the Explanatory Notes).

In 1993, 4,264,500 of these people (46%) had completed a non-school qualification. This number increased to 4,918,300 (52%) in 1997, and then to 5,898,200 (57%) in 2001.

During 1993, 14% of people (1,314,900) in this group studied towards a non-school qualification. This number fell to 1,248,500 (13%) in 1997, then rose to 1,643,400 people (16%) in 2001.

Thirty per cent of these people had completed a training course in the 12 months prior to the 1993 survey. This proportion grew to 42% in 1997, and then to 45% in 2001. On-the-job training remained reasonably steady over the same period, with 71% of people having undertaken some on-the-job training in 1993, and 69% in 2001.

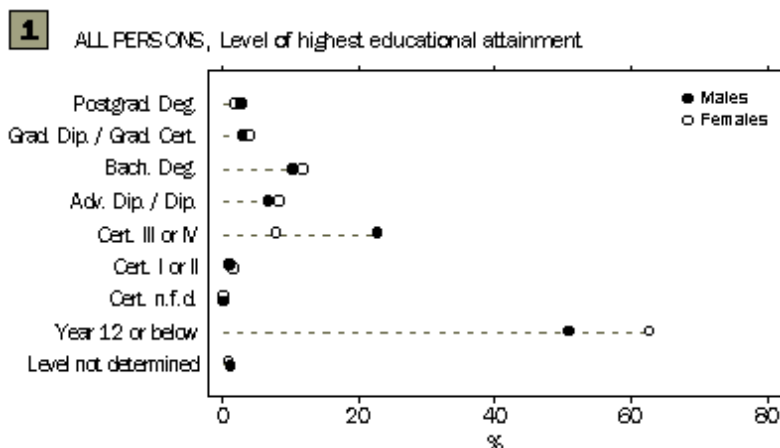
Since 1997 though, the average duration of work-related training courses completed by wage or salary earners fell by 16% from 20.6 hours to 17.4 hours. Falls in average duration occurred across all industries except for Government administration and defence and Communication services, both of which experienced moderate increases.

EDUCATIONAL ATTAINMENT

Level and field

Thirty-one per cent of people aged 15 to 64 years had a highest educational attainment of

Year 10 or below. The highest educational attainment of a further 17% was Year 12, followed by Certificate III or IV (15%), and Bachelor degree (11%). The most common main field of highest educational attainment was Mixed field programmes (57%), which includes study at school level. This was followed by Engineering and related technologies (10%), and Management and commerce (8%).



Educational attainment patterns varied by age. For example, almost half (48%) of people aged 55 to 64 had not attained higher than Year 10, whereas for 25 to 34 year olds the equivalent proportion was 20%. Patterns also varied by sex. A greater proportion of males had a highest educational attainment of Certificate III or IV than females did (23% compared with 8%), which reflects the study of trade-related certificates by males.

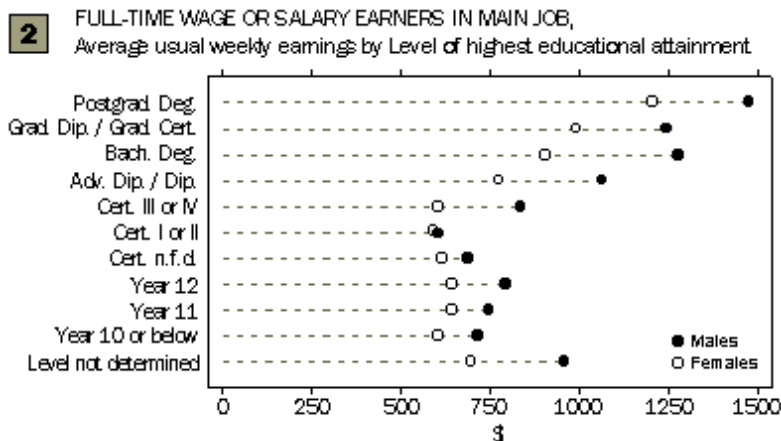
Some levels of educational attainment were dominated by particular fields of study. Of the 1,993,600 people with Certificate III or IV as their highest educational attainment, 891,800 (45%) were in the field of Engineering and related technologies. Of the 462,300 people with a highest educational attainment of Graduate diploma or Graduate certificate, 180,400 (39%) were in the Education field.

Labour force status

People with a highest educational attainment of Bachelor degree or higher were more likely to be employed than those with a lower educational attainment. Of the 2,198,500 people not attending school whose highest educational attainment was Bachelor degree or higher, 86% were employed, 2% were unemployed and 12% were not in the labour force. Of the other 9,985,200 people not attending school, 71% were employed, 5% were unemployed and 24% were not in the labour force.

Usual weekly earnings

Generally, average usual weekly earnings increased as the level of highest educational attainment increased. Average usual weekly earnings for wage or salary earners working full-time in their main job (excluding people attending school) was \$1,383 for those with a Postgraduate degree, and \$1,124 for those whose highest educational attainment was Graduate diploma or Graduate certificate. This compares with \$737 for Year 12 and \$709 for Year 11. Average usual weekly earnings for full-time wage or salary earners was lowest for those with Certificate I or II as their highest educational attainment (\$599). Earnings for part-time wage or salary earners also followed this pattern.



On average, full-time wage or salary earners whose highest educational attainment was in the Information technology field earned the most (\$1,222 per week). This was followed by those whose highest educational attainment was in the Management and commerce field (\$1,112), and the Natural and physical sciences field (\$1,098). Weekly earnings were lowest for those whose highest attainment was in the Food, hospitality and personal services field (\$637).

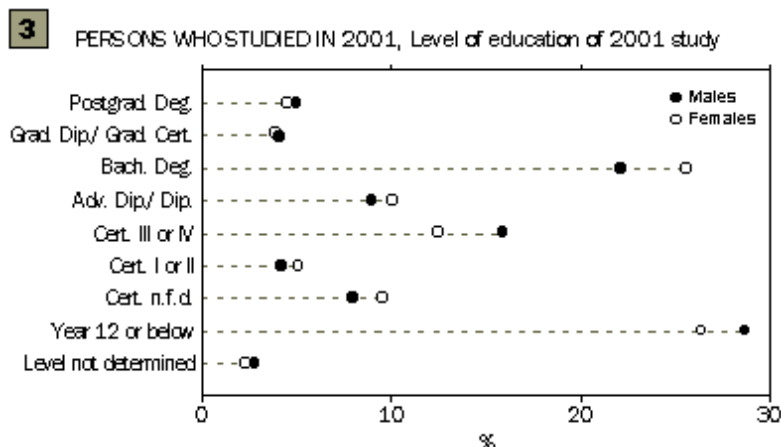
Non-school qualifications

Details were collected for up to three completed non-school qualifications per person. Overall, of the 9,710,500 completed non-school qualifications, 27% were at Certificate III or IV level, and a further 23% were Bachelor degrees. Postgraduate degree was the least common non-school qualification reported (only 4% of all qualifications). Approximately 23% of completed non-school qualifications were in the Management and commerce field, and 20% were in the Engineering and related technologies field.

PARTICIPATION IN EDUCATION

Level and field

In 2001, 20% of people aged 15 to 64 years were enrolled in a course of study. Of these people, 72% were enrolled in a non-school qualification and 28% were studying at school level (based on the highest level of study in the case of people who were studying towards a non-school qualification while attending school). Bachelor degrees were the most common type of non-school study, with 24% of students studying towards this level in 2001, followed by 14% who studied for a Certificate III or IV.



Aside from Mixed field programmes which is mainly comprised of school level study, the most commonly reported main field of study in 2001 was Management and commerce (19% of all people studying), followed by Society and culture (13%). The least common field of study was Agriculture, environmental and related studies, which accounted for only 2% of all people studying.

Demographics

More than a quarter (26%) of people who studied during 2001 were dependent students studying at school level. A further 15% were dependent students studying towards a non-school qualification, 15% were students who lived with a partner and a dependent child, and 14% were non-family members of a household. Of this latter group of non-family members, about half (48%) were studying towards a Bachelor degree or higher. In contrast, 34% of people who lived with a partner and a dependent child studied towards a Bachelor degree or higher. Across the States and Territories, the proportion of students studying for a Bachelor degree or higher varied from a low of 22% (Tasmania) to a high of 44% (Australian Capital Territory).

People who were born overseas and first spoke a language other than English accounted for 12% of students overall, yet they made up 21% of Postgraduate degree students. Those born in Australia whose first language spoken was English accounted for 75% of students and comprised 82% of those studying at school level.

Non-school qualifications

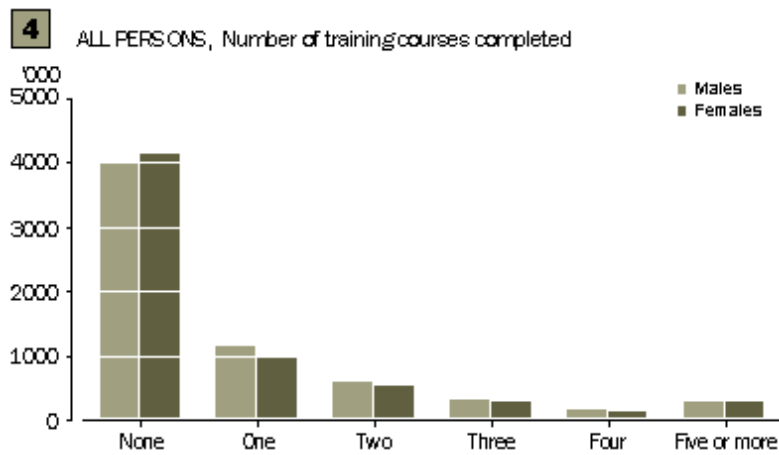
In 2001, almost a third (32%) of those enrolled to study for a non-school qualification were studying towards a Bachelor degree. This was the only qualification level in which full-time students outnumbered part-timers (442,300 to 161,300). Overall, 58% of students studying towards a non-school qualification were enrolled part-time, and 81% studied at either a TAFE or technical college, or a university or other higher education institution. Classroom instruction, lectures, etc. or reading materials were the main methods of course delivery for 92% of students.

Over two-thirds (68%) of students had access to the internet at home. Levels of home internet access increased as the level of qualification being studied increased. Only 52% of Certificate I or II students had access, whereas 84% of Postgraduate degree students had access to the internet at home.

PARTICIPATION IN TRAINING

Training undertaken

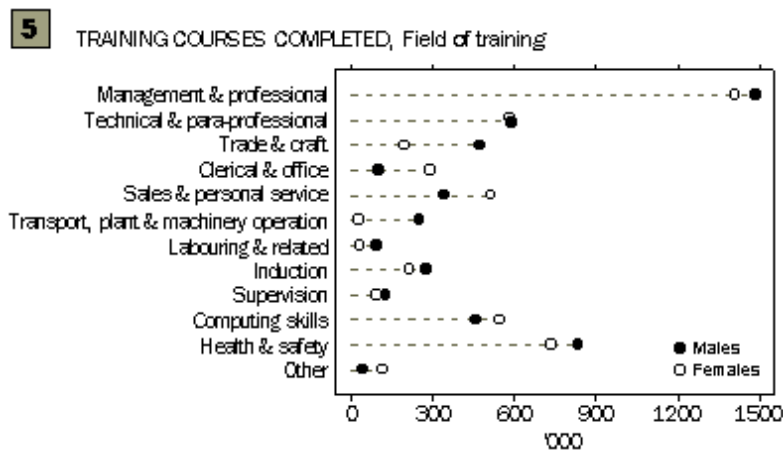
In the 12 months prior to the survey, 4,781,000 people (of whom 52% were male) completed one or more work-related training courses.



Relatively high rates of training course completion were found for partnered males with dependent children (48%), female non-family members (46%), and those living in remote and very remote areas (45%). Relatively low rates were found for dependent students (20%), overseas-born people whose first language spoken was not English (24%), and other related individuals (30%). People with disabilities (31%) and Indigenous people living in non-sparsely settled areas (32%) also had relatively low rates of training course completion.

Field of training

Information was collected for up to four training courses per person. Overall, 29% of the 9,838,800 reported training courses were in the Management and professional field. Other commonly reported fields of training were Health and safety (16%), and Technical and para-professional (12%).



Type of employment

Most reported training courses (84%) were completed by people who were wage or salary earners at the time of training. Eleven per cent of training courses were completed by people working in their own business, and 4% by people who were not working at the time of training.

Financial support

Almost two-thirds (63%) of reported training courses were internal. In 52% of the 3,627,800 external training courses completed, participants received some form of financial support.

Wage or salary earners who completed an external training course were far more likely to receive financial support than other participants (74% compared to 18%).

Industry and occupation

Of the 8,261,600 training courses completed by people who were wage or salary earners at the time of training, 14% were completed by those working in the Health and community services industry, followed by 13% in the Education industry. Wage or salary earners working in the Personal and other services industry who completed at least one training course, averaged 25.1 hours per training course, while those in the Retail trade industry averaged the least amount of time per training course (13.1 hours). Comparing occupations, Tradespersons and related workers spent the highest average time per training course (29.2 hours), while Elementary clerical, sales and service workers averaged the least time per training course (11.4 hours).

Outcomes

For 89% of training courses completed by wage or salary earners, participants considered the skills gained from the training course were transferable, that is, they could be used in a similar job with another employer.

PARTICIPATION IN EDUCATION AND TRAINING

Barriers to study and training

Of people not at school, 20% wanted to, but did not, undertake some or more study in the 12 months prior to the survey, and 24% wanted to, but did not, undertake some or more work-related training courses. Of the 2,486,500 people who wanted to undertake some or more study, the main reason provided for not studying was 'Financial reasons' (21%), followed by 'No time' (20%), and 'Too much work' (14%). For 17% of women (compared with 2% of men) in this group, the main reason for not studying was 'Caring for family members'.

Of the 2,931,600 people who wanted to, but did not, undertake some or more work-related training courses in the previous 12 months, the main reason provided for not undertaking training was 'Too much work' (18%). Other main reasons were 'No time' (17%), 'Financial reasons' (14%), and 'Lack of employer support' (12%).

Survey of Education, Training and Information Technology 2001 (SETIT) - Data Item List

Introduction

This document contains a list of the data items available from the education and training component of the 2001 Survey of Education, Training and Information Technology (SETIT). The SETIT was an ABS household survey conducted throughout Australia. Information was collected from about 24,400 individuals by personal interview from April to August 2001.

The survey collected detailed information on:

- socio-demographic characteristics (such as age, sex and birthplace);
- employment characteristics (such as labour force status, occupation and industry);

- educational qualifications obtained;
- recent study for educational qualifications;
- access to education and training;
- details of training courses completed (covering aspects such as time spent, employer support); and
- use of information technology.

Education and Training Experience, Australia, 2001 (ABS Cat. no. 6278.0) was released on 31 May 2002. This publication presents a broad overview of education and training data collected in the survey. Emphasis has been given to providing information on key measures such as level of educational attainment, and participation in education and training.

Most information in the SETIT publication relates to individual persons. Information about training courses completed and non-school qualifications may also be extracted from the survey data.

Information from the survey about the use of information technology will be published in **Household Use of Information Technology, Australia** (Cat. no. 7146.0), which is planned for release in late 2002.

Using this data item list

This data item list has been split into 18 sections. Each section contains the following information relating to a particular topic.

a) Data Item Name

The data item name uniquely identifies each survey data item, e.g. 'Age'

b) Data item categories

Data items categories describe the different groups used to output data from the survey. For example, the standard categories used to output data for the data item 'Age' are 15 to 19 years, 20 to 24 years, 25 to 34 years and so on.

In many cases, the categories given represent the full detail as collected in the survey. In other cases, the categories represent an aggregation of what has been collected. For example, age is collected in single years, but is generally aggregated to standard ranges for general output purposes.

For some data items, more detailed information may be available from the ABS upon request. Data items for which more detailed information may be obtained are indicated with an asterisk (*).

For certain data items, survey respondents were able to select more than one category which applied to them. For example respondents were asked to indicate all factors affecting intention to complete secondary school. Data items where respondents may have selected more than one category are indicated with a hash (#). For these data items, the sum of the results for each category will add up to more than the total population to which the data item applies.

c) Populations

People aged 15 to 64 years were selected to participate in the survey. This 'population' is

divided into a number of sub-populations reflecting groups who were asked different streams of questions in the survey.

A list of the populations used to output data from SETIT is given below. The populations listed are **all** populations within the survey for which a particular data item is available.

Requesting unpublished data from SETIT

Customised cross-tabulations are available from the ABS upon request. Data may be provided in a variety of formats ranging from printed tables, to spreadsheets and flat files delivered on a floppy disk, CD-ROM or by email. The ABS will provide a quotation before proceeding with a request and can also advise about any data interpretation issues, e.g. data reliability.

Clients should start by selecting the population of interest and the data items they may wish to cross-classify.

If two or more data items with different populations are selected, cross-classified data will only result for that subset of the population that is common to all data items. For example, consider a table of Age by Whether had leave entitlements in current job. Information on Age is available for all populations, but information on Whether had leave entitlements is available only for smaller populations, such as 'Current wage or salary earners'. The resulting population for this table will be the number of current wage or salary earners, as that is the largest subset of the population that is common to both data items.

Cross-classifications using several data items, with more detailed categories, and/or based on a small sub-population, may produce many small estimates with high relative standard errors, that is, estimates that are not considered sufficiently reliable for most purposes. For more information about standard errors, refer to the Technical Notes in **Education and Training Experience, Australia 2001** (ABS Cat no. 6278.0) or contact the ABS. Contact details are given below.


Tables produced by the ABS will generally be 'weighted' to produce population estimates, unless otherwise specified by clients.


















Summary of symbols used in the data item list

- * More detail available
- # Respondents may have selected more than one category

Contact

To request data from SETIT, or for more information about any aspect of SETIT contact:
John Sant
National Centre for Education and Training Statistics
Phone: Canberra (02) 6252 6577
Email: john.sant@abs.gov.au

Data item list section	Excel spreadsheet
Populations	 Populations.XLS

Demographics	 Demographics.XLS
Current Labour Force	 Current Labour Force.XLS
Work History and Education or Training Provision	 Work History & Ed or Train Provision.xls
Educational Attainment and School Attendance	 Educ. Attainment & School Attend.XLS
Most Recent, Second Highest and Third Highest Non-school Qualifications	 Non-school Qualifications.XLS
Educational Participation and 2001 Non-school Study	 Educ. Participation & 2001 Non-school Study.XLS
Continuing Non-school Study and 2000 Non-school Study	 Cont. Non-school Study & 2000 Non-school Study.XLS
Non-School Qualifications Not Completed and Future Study	 Non-school Quals Not Comp. & Future Study.XLS
Access to Education and Unmet Demand	 Access to Educ. & Unmet Demand.XLS
Training - General and Number of Completed Courses	 Training General & Number of Comp. Courses.XLS
Most Recent, Second, Third and Fourth Most Recent Training Course	 Four Most Recent Training Courses.XLS
Summary of Training	 Summary of Training.XLS
Time Spent on Training	 Time Spent on Training.XLS
Costs Incurred in Training	 Costs Incurred in Training.XLS
Access to Training and Participation in Education and Training	 Access to Training & Part. in E&T.XLS
Non-school Qualifications - Qualification Level	 Non-school Qualifications - Qual Level.XLS
Reported Training Courses - Training Course Level	 Reported Training Courses.XLS

About this Release

ABOUT THIS RELEASE

Previously: Training and Education Experience, Australia, and How Workers Get Their Training, Australia

Presents results from the 2001 Survey of Education, Training and Information Technology for all persons aged 15-64. Data provided focuses on level and field of educational attainment; participation in education and training; work history, including occupation, industry and weekly earnings; current study; completed qualifications; details of training courses completed; training outcomes; access, unmet demand, barriers and employer support to education and training. Some State data are also provided.

Note: Level and field of educational attainment, current study etc will be based on the new Australian Standard Classification of Education (ASCED) (1272.0) which has replaced a number of educational classifications used prior to 2001.

Confidentialised Unit Record File data are available on CD-ROM (6278.0.30.001). An information paper (6274.0) provides technical and other details about the Confidentialised Unit Record (sample) File (including a full list of data items), and is also available.

Explanatory Notes

Explanatory Notes

INTRODUCTION

1. This publication presents results from the Survey of Education, Training and Information Technology (SETIT), which was conducted throughout Australia from April to August 2001.

2. The survey collected detailed information on:

- socio-demographic characteristics (such as age, sex and birthplace);
- employment characteristics (such as labour force status, occupation and industry);
- educational qualifications obtained;
- recent study for educational qualifications;
- access to education and training;
- details of training courses completed (covering aspects such as time spent and employer support); and
- use of information technology.

3. The statistics included in this publication present a broad overview of data items collected. Emphasis has been given to providing information on key measures such as level of highest educational attainment, and participation in education and training.

SCOPE OF THE SURVEY

4. The SETIT was a household survey conducted in both urban and rural areas in all States and Territories. However, people living in sparsely settled parts of Australia were excluded.

The exclusion of these people will only have a minor impact on any aggregate estimates that are produced for individual States and Territories, with the exception of the Northern Territory where such people account for over 20% of the population. The exclusion of sparsely settled areas will also have an impact on estimates of Indigenous people Australia-wide, as 20% of the Indigenous population live in sparsely settled areas. As the education and training circumstances of Indigenous Australians living in sparsely settled areas can be quite different to those experienced by Indigenous Australians living in non-sparsely settled areas, analysis of the results needs to reflect the restricted scope of these tables.

5. The survey covered private dwellings only, including houses, flats, home units and any other structures used as private places of residence at the time of the survey. 'Special' dwellings such as hotels, motels, hostels, hospitals and short-stay caravan parks were not included in the survey.

6. People aged 15 to 64 years who were usual residents of private dwellings were covered by the survey. Usual residents were those who regarded the dwelling as their own or main home.

7. The following groups were excluded from the survey:

- certain diplomatic personnel of overseas governments, customarily excluded from the Census and estimated resident population figures;
- persons whose usual place of residence was outside Australia;
- members of non-Australian defence forces (and their dependants) stationed in Australia; and
- visitors to private dwellings.

DATA COLLECTION

8. The survey was conducted over 14 weeks, from the end of April to the start of August 2001. Information was collected during personal interviews conducted by trained interviewers who asked members of each household detailed questions about their education and training experience. One person per household was asked about their, and the household's, access to and use of information technology.

SURVEY DESIGN

Sample size and selection

9. Dwellings were selected at random using a multi-stage area sample of private dwellings. All usual residents of the dwelling aged 15 to 64 years were asked to participate in the survey.

10. The initial sample for the survey consisted of approximately 18,000 dwellings, in each of which there can be more than one household. Of the approximately 13,200 households that remained in the survey after sample loss (e.g. households selected in the survey which had no residents in scope for the survey, vacant or derelict buildings, buildings under construction), approximately 12,100 (92%) were fully responding, that is, households where everyone in scope of the survey responded fully to the survey. In total, about 24,400 people responded fully to the survey.

WEIGHTING, BENCHMARKING AND ESTIMATION

Weighting

11. Weighting is the process of adjusting results from a sample survey to infer results for the total population. To do this, a 'weight' is allocated to each sample unit. The weight is a value which indicates how many population units are represented by the sample unit. 12. The first step in calculating weights for each person was to assign an initial weight, which was equal to the inverse of the probability of being selected in the survey. For example, if the probability of a person being selected in the survey was 1 in 600, then the person would have an initial weight of 600 (that is, they represent 600 others).

Benchmarking

13. The weights were calibrated to align with independent estimates of the population of interest, referred to as 'benchmarks', in designated sex by age by area of usual residence categories. Weights calibrated against population benchmarks compensate for over or under enumeration of particular categories of persons and ensure that the survey estimates conform to the independently estimated distribution of the population by age, sex and area of usual residence, rather than to the distribution within the sample itself.

14. It should be noted that the benchmarks relate only to persons living in private dwellings, and therefore do not (and are not intended to) match estimates of the total Australian resident population (which include persons living in non-private dwellings, such as hotels) obtained from other sources.

Estimation

15. Survey estimates of counts of persons are obtained by summing the weights of persons with the characteristic of interest. Estimates of other counts (i.e. training courses and qualifications) are obtained by multiplying the characteristic of interest by the weight of the reporting person, and then aggregating.

RELIABILITY OF ESTIMATES

Sampling error

16. The estimates provided in this publication are subject to sampling and non-sampling error.

17. Sampling error is the difference between the published estimates, derived from a sample of persons, and the value that would have been produced if all persons in scope of the survey had been included. For more information refer to the Technical Note.

Non-sampling error

18. Non-sampling error may occur in any collection, whether it is based on a sample or a full count such as a census. Sources of non-sampling error include non-response, errors in reporting by respondents or recording of answers by interviewers, and errors in coding and processing data.

19. Non-response occurs when people cannot or will not cooperate, or cannot be contacted. Non-response can affect the reliability of results and can introduce a bias. The magnitude of any bias depends upon the rate of non-response and the extent of the difference between

non-respondents' characteristics and those of people who responded to the survey.

20. The following methods were adopted to reduce the level and impact of non-response:

- face-to-face interviews with respondents;
- the use of interviewers who could speak languages other than English, where necessary;
- follow-up of respondents if there was initially no response; and
- weighting to population benchmarks to reduce non-response bias.

21. Every effort was made to reduce other non-sampling error to a minimum by careful design and testing of questionnaires, training of interviewers, asking respondents to refer to records where appropriate, and extensive editing and quality control procedures at all stages of data processing.

SEASONAL EFFECTS

22. The estimates in this publication are based on information collected over the reference period, and due to seasonal effects they may not be representative of other time periods in the year.

CLASSIFICATIONS

Industry

23. Industry data have been classified according to the **Australian and New Zealand Standard Industrial Classification (ANZSIC), 1993 (Cat. no. 1292.0)**. ANZSIC classifies employers according to their economic activities, in a structure consisting of four levels (Division, Subdivision, Group and Class).

Occupation

24. Occupation data have been classified according to the **Australian Standard Classification of Occupations (ASCO), Second Edition, 1997 (Cat. no. 1220.0)**, which is a skill-based classification of occupations.

Education

25. In 2001, the **ABS Classification of Qualifications (ABSCQ) (Cat no. 1262.0)** was replaced by the **Australian Standard Classification of Education (ASCED) (Cat. no. 1272.0)**. The ASCED is a new national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training, and higher education. It replaces a number of classifications previously used in administrative and statistical systems, including the ABSCQ. The ASCED comprises two classifications: Level of Education and Field of Education.

26. Level of Education is defined as a function of the quality and quantity of learning involved in an educational activity. There are nine broad levels, 15 narrow levels and 64 detailed levels. For definitions of these see the **Australian Standard Classification of Education (ASCED), 2001 (Cat. no. 1272.0)**.

27. The relationship between categories in the Level of Education classification should be

essentially ordinal. In other words, educational activities at Broad Level 1 Postgraduate Degree should be at a higher level than those at the Broad Level 2 Graduate Diploma and Graduate Certificate, and so on. However, when this idea is applied to the reality of educational provision in Australia, it is not always possible to assert that an ordinal relationship exists among the various levels of education.

28 This is particularly evident in the case of the relationship between Certificates I-IV in Broad Level 5 Certificate Level, and School Education included in Broad Level 6 Secondary Education. In this instance, the level of education associated with secondary education may range from satisfying the entry requirements for admission to a university degree course, to the completion of units in basic literacy, numeracy and life skills. Educational activity in these Education categories may therefore be of an equal, higher or lower level than Certificates found in Broad Level 5 Certificate Level.

29. Level of Highest Educational Attainment can be derived from information on Highest Year of School Completed and Level of Highest Non-school Qualification. The derivation process determines which of the 'non-school' or 'school' attainments will be regarded as the higher. Usually the higher ranking attainment will be self-evident but in some cases some Secondary Education is regarded, for the purposes of obtaining a single measure, as higher than some Certificate level attainments.

30. The following decision table is used to determine which of the responses to questions on Highest Year of School Completed (coded to ASCED Broad Level 6) and Level of Highest Non-school Qualification (coded to ASCED Broad Level 5) will be regarded as the highest. It is emphasised that this table was designed for the purpose of obtaining a single value for the output variable Level of Highest Educational Attainment and is not intended to convey any other ordinality.

DECISION TABLE: ASCED LEVEL OF EDUCATION							
	Certificate not further defined (500)	Certificate III or IV not further defined (510)	Certificate IV (511)	Certificate III (514)	Certificate I or II not further defined (520)	Certificate II (521)	Certificate I (524)
Secondary Education not further defined (600)	Certificate not further defined	Certificate III or IV not further defined	Certificate IV	Certificate III	Certificate II or not further defined	Certificate II	Certificate I
Senior Secondary Education not further defined (610)	Senior Secondary not further defined	Certificate III or IV not further defined	Certificate IV	Certificate III	Senior Secondary not further defined	Senior Secondary not further defined	Senior Secondary not further defined
Year 12 (612)	Year 12	Certificate III or IV not further defined	Certificate IV	Certificate III	Year 12	Year 12	Year 12
Year 11 (613)	Year 11	Certificate III or IV not further defined	Certificate IV	Certificate III	Year 11	Year 11	Year 11
Junior Secondary Education not further defined (620)	Certificate not further defined	Certificate III or IV not further defined	Certificate IV	Certificate III	Certificate I or II not further defined	Certificate II	Certificate I
Year 10 (621)	Year 10	Certificate III or IV not further defined	Certificate IV	Certificate III	Year 10	Certificate II	Year 10
Year 9 (622)	Certificate not further defined	Certificate III or IV not further defined	Certificate IV	Certificate III	Certificate I or II not further defined	Certificate II	Certificate I
Year 8 (623)	Certificate not further defined	Certificate III or IV not further defined	Certificate IV	Certificate III	Certificate I or II not further defined	Certificate II	Certificate I
Year 7 (624)	Certificate not further defined	Certificate III or IV not further defined	Certificate IV	Certificate III	Certificate I or II not further defined	Certificate II	Certificate I

31. The decision table is used to rank the information provided in a survey about the qualifications and attainments of a single individual. It does not represent any basis for

comparison between differing qualifications. For example, a person whose Highest Year of School Completed was Year 12, and whose Level of Highest Non-school Qualification was a Certificate III, would have those responses crosschecked on the decision table and would as a result have their Level of Highest Educational Attainment output as Certificate III. However, if the same person had answered "Certificate" to the highest non-school qualification question, without offering any further detail, it would be crosschecked against Year 12 on the decision table as "Certificate not further defined". The output would then be "Year 12". The decision table, therefore, does not necessarily imply that one qualification is 'higher' than the other.

32. The decision table was also used to assign a single value for the output variable Level of Education of 2001 Study, for persons who were studying towards a non-school qualification (e.g. Certificate I or II), while undertaking secondary education at school.

33. Field of Education in ASCED is defined as the subject matter of an educational activity. Fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter. There are 12 broad fields, 71 narrow fields and 356 detailed fields. For definitions of these see the **Australian Standard Classification of Education (ASCED), 2001 (Cat. no. 1272.0)**.

34. Results of three previous household surveys on this topic were published in **Education and Training Experience, Australia, 1997 (Cat. no. 6278.0)**, **Training and Education Experience, Australia, 1993 (Cat. no. 6278.0)** and **How Workers Get Their Training, Australia, 1989 (Cat. no. 6278.0)**.

35. Essentially the same methodology was used for the 2001, 1997 and 1993 surveys. However, the scope of the surveys differed. The 2001 survey included all persons aged 15 to 64 years, regardless of their employment or study status. In comparison, the 1997 survey included people aged 15 to 64 who:

- had worked as wage or salary earners in the previous 12 months;
- were employed, unemployed or marginally attached to the labour force;
- were aged 15 to 20 years and still at secondary school; and
- were not in the labour force but were studying, or had studied in 1997.

36. The scope of the 1993 survey was narrower than that of the 1997 survey. It included people aged 15 to 64 who had worked as wage or salary earners ('employees') in the last 12 months, as well as those who, at the time of the survey, were employers, self-employed, unemployed or marginally attached to the labour force, except:

- persons aged 15 to 20 still at school; and
- persons working as unpaid family helpers or solely for payment in kind unless they had also held a wage or salary job in the last 12 months.

37. Other main differences between the three surveys are as follows.

- In 2001, data were collected from Australian Defence Force Personnel living in private dwellings. This was not the case in 1997 or 1993.
- The implementation of ASCED. The ASCED was introduced in 2001 to classify educational activity by the level and field of activity. The ASCED replaces the ABSCQ (which was used in the 1993 and 1997 surveys), where the main focus was on a qualification as a unit of measurement. The ASCED has been designed to be applied to a number of education-related concepts, such as a 'qualification', a 'unit of study', a

'module' or 'course'. The classification includes all pre-primary, primary and secondary education, as well as all formal post-secondary education and training.

- For the 2001 survey, 'Training' referred to learning activities which were undertaken primarily to obtain, maintain or improve employment-related skills or competencies. 'On-the-job' training was also covered by this definition. This differs from the 1997 survey where the term 'Training' also included any study undertaken towards the completion of an educational qualification.

38. The ABS can provide advice on the comparison of the 2001 survey results with those from earlier surveys.

Compatibility with Labour Force, Australia (Cat. no. 6203.0)

39. Wherever possible, standard question modules were used to ensure that data from the SETIT were comparable with data from other ABS surveys. However, there will be differences between the estimates in this publication, those given in **Labour Force, Australia (Cat. no. 6203.0)**, and publications from surveys conducted as supplements to the ABS's monthly Labour Force Survey. This is due to differences in scope, sample size, definitions and estimation methodology.

40. In this survey, employed persons were defined as those who reported that they worked in, or were away from, a job, business or farm during the reference week (the full week prior to the date of the interview). This included those who usually worked less than an hour, or no hours, in their job. The definition used in **Labour Force, Australia (Cat. no. 6203.0)** excludes this small group. Also excluded from the Labour Force, Australia definition of 'employed' are contributing family workers who were absent from work in the reference week. This survey classified this small group as employed.

41. In this survey, unemployed persons were defined as those who were not employed during the reference week, had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week, and were available for work in the reference week. Unlike this survey, the definition used in **Labour Force, Australia (Cat. no. 6203.0)** also includes future starters who had actively looked for work in the four weeks to the end of the reference week but reported that they could not have started work in the reference week (as they were waiting to start a job). Future starters are those persons who were not employed during the reference week who were waiting to start a new job within four weeks from the end of the reference week and could have started in the reference week if the job had been available then.

42. For the purposes of collecting training-related information in this survey, persons who said they worked in their own limited liability company were classified as working in their own business, and have not been included in estimates of wage or salary earners. This differs from the definition used in Labour Force, Australia (Cat. no. 6203.0), where persons who work in their own limited liability company, either with or without employees, are classified as employees themselves. In this survey, had such working proprietors been treated as employees, they would have been asked a series of irrelevant questions about training and employer support.

43. In addition, estimates of wage or salary earners in this publication include some who are excluded from estimates of employees in **Labour Force, Australia (Cat. no. 6203.0)**. These are wage or salary earners who were absent from work:

- on workers' compensation and were not returning (or were unsure about returning) to their employer; or

- without pay for more than four weeks up to the end of the reference period (for reasons other than an industrial dispute or standard work arrangements).

44. In **Labour Force, Australia (Cat. no. 6203.0)**, these persons are classified as unemployed or not in the labour force according to their activity in the reference week. Therefore, the estimates from this survey will differ from similar estimates published in Labour Force, Australia (Cat. no. 6203.0) in the following areas:

- employed persons;
- wage or salary earners;
- those working in their own business (either with or without employees);
- unemployed persons;
- those not in the labour force; and
- those marginally attached to the labour force.

SETIT PRODUCTS AND SERVICES

Results from States and Territories

45. A set of tables in a spreadsheet format equivalent to those in this publication will be produced for each State and Territory (subject to standard error constraints and excluding time series tables) and Australia. These tables can be purchased from this site (as Companion Data to Cat. no. 6278.0) or from the ABS upon request.

Microdata

46. It is expected that a Confidentialised Unit Record File (CURF) will be produced from the SETIT, subject to the approval of the Australian Statistician. CURFs are generally made available on a CD-ROM, in both SAS and SPSS format.

Special tabulations

47. As well as releasing publications and standard products, the ABS can make available special tabulations. Subject to confidentiality and sampling variability constraints, tabulations can be produced from the survey incorporating data items, populations and geographic areas selected to meet individual requirements. These can be provided in printed form, on disk or in spreadsheets.

48. Education data are available on request at the broad, narrow and detailed Level of Education and Field of Education categories. Industry data are available on request at the Group (3 digit) level. Occupation data are available on request at the Unit Group (4 digit) level.

Other products

49. This publication's Summary of Findings, the media release, and a list of data items included in the survey are available free of charge on this site. Further information on the survey and associated products is available from the contact officer listed at the front of this publication, or from the ABS web site <www.abs.gov.au/ncets>.

RELATED PUBLICATIONS

50. Other ABS publications which may be of interest include:

A Directory of Education and Training Statistics (Cat. no. 1136.0) issued irregularly, latest issue: November 2000. Available on the ABS web site <www.abs.gov.au>.

Aspects of Literacy: Assessed Skill Levels, Australia (Cat. no. 4228.0) - issued irregularly, first and latest issue: 1996, released September 1997.

Aspects of Literacy: Profiles and Perceptions, Australia (Cat. no. 4226.0) - issued irregularly, first and latest issue: 1996, released May 1997.

Education and Training in Australia (Cat. no. 4224.0) - issued irregularly, final issue: November 1999.

Education and Training Indicators, Australia (Cat. no. 4230.0) - issued biennially, first issue: 2002, expected to be released November 2002.

Education and Work, Australia (formerly Transition from Education to Work, Australia) (Cat. no. 6227.0) - issued annually, latest issue: May 2001, released March 2002.

Employer Training Expenditure, Australia (Cat. no. 6353.0) - issued irregularly, latest issue: July to September 1996, released August 1997.

Employer Training Practices, Australia (Cat. no. 6356.0) - issued irregularly, latest issue: February 1997, released March 1998.

Labour Force, Australia (Cat. no. 6203.0) - issued monthly.

Schools, Australia (Cat. no. 4221.0) - issued annually, latest issue: 2001, released February 2002.

51. Current publications produced by the ABS are listed in the **Catalogue of Publications and Products** (Cat. no. 1101. 0). The ABS also issues, on Tuesdays and Fridays, a **Release Advice** (Cat. no. 1105.0) which lists publications to be released in the next few days. The Catalogue and Release Advice are available on this site or from any ABS office.

ABS ABBREVIATIONS

ABS	Australian Bureau of Statistics
ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ANZSIC	Australian and New Zealand Standard Industrial Classification
ARIA	Accessibility/Remoteness Index of Australia
ASCED	Australian Standard Classification of Education
ASCO	Australian Standard Classification of Occupations
ASGC	Australian Standard Geographical Classification
CD	Collection District
CURF	Confidentialised Unit Record File
HECS	Higher Education Contributions Scheme
n.f.d.	not further defined
RA	Remoteness Area
RSE	relative standard error
SETIT	Survey of Education, Training and Information Technology
SLA	Statistical Local Area
TAFE	Technical and Further Education

Glossary

Age standardisation

Age standardisation is used in this publication to allow the comparison of populations (in this

case, States) with different age structures. A standard age composition is used, in this case the age composition of the estimated resident population of Australia at 30 June 2001. The age standardised rate is that which would have prevailed should the actual population have the standard age composition.

Australian Standard Classification of Education (ASCED)

The ASCED is a new national standard classification which includes all sectors of the Australian education system, that is, schools, vocational education and training, and higher education. From 2001, ASCED replaced a number of classifications used in administrative and statistical systems, including the ABS Classification of Qualifications (ABSCQ). The ASCED comprises two classifications: Level of Education and Field of Education. See Australian Standard Classification of Education (ASCED), 2001 (Cat. no. 1272.0).

Average usual weekly earnings

Usual weekly earnings is the amount of weekly pay usually earned while working as a wage or salary earner, before taxation or other deductions are made. Annual, monthly or fortnightly amounts were converted to their weekly equivalent. If the person had more than one wage or salary earner job, then the one in which the person usually worked the most hours was used to calculate usual weekly earnings. Average usual weekly earnings was calculated by dividing the total usual weekly earnings for a particular population by the number of people in that population.

Certificate not further defined

Survey responses were coded to Certificate not further defined (n.f.d.) when there was not enough information to code them to Certificate I, II III or IV in the Australian Standard Classification of Education (ASCED) Level of Education classification.

Dependent student

A natural, adopted, step, or foster child who was 15 to 24 years of age and who attended a secondary or tertiary educational institution as a full-time student and who had no partner or child of his or her own usually resident in the same household.

Disability

For the purposes of this survey, someone was said to have a disability if he/she reported a limitation, restriction or impairment, which lasted, or was likely to last, for at least six months, and which restricted everyday activities.

Employed

People who reported that they had worked in a job, business or farm during the reference week (the full week prior to the date of interview); or that they had a job in the reference week but were not at work. This definition differs slightly from that given in Labour Force, Australia (Cat. no. 6203.0). See paragraph 40 of the Explanatory Notes for details.

External training course

Work-related training courses that were mainly attended by people not working for the person's employer or business at the time of training. Training courses completed while not working were also considered to be external.

Field of education

Field of Education is defined as the subject matter of an educational activity. It is categorised according to the Australian Standard Classification of Education (ASCED) Field of Education classification.

Field of training

Field of training is defined as the subject matter of a training course. It was classified by the respondent, according to the content of the training course undertaken. The respondent was asked to choose the main field of training from a list of 16 options provided on a prompt card.

Financial support

People who completed at least one work-related training course during the 12 months prior to interview, and those who were enrolled in a course of non-school study during 2001, were asked if they had received financial support from one or more of the following sources in relation to their training and/or study:

- an employer;
- the government;
- family members;
- union or professional organisation; and/or
- other source.

Those who received employer financial support were asked if their employer had:

- provided paid time off or study leave;
- paid for HECS;
- paid for fees;
- paid for study or training materials;
- paid accommodation or travel expenses; and/or
- provided other financial support.

Future study intentions

Respondents were asked whether they intended to enrol to study for an educational qualification in Australia in the next three years, i.e. up until the end of 2004. This intended study referred to new enrolments, not the completion of any current study. Where study for more than one qualification was intended, details were only collected about the first.

Highest educational attainment

Highest educational attainment identifies the highest achievement a person has attained in any area of study. It is not a measurement of the relative importance of different fields of study, but a ranking of qualifications and other educational attainments regardless of the particular area of study or the type of institution at which the study was undertaken. See paragraphs 29 to 31 of the Explanatory Notes for how highest educational attainment is derived.

Indigenous status

'Indigenous' refers to people who identify as being of Aboriginal and/or Torres Strait Islander origin.

Industry

For people who worked as a wage or salary earner, it was the industry of their employer. For those who worked in their own business, it was the industry of that business. An industry is a grouping of businesses which carry out similar economic activities. Each such grouping defines an industry, and the economic activities which characterise the businesses concerned are referred to as activities primary to that industry. Industry was classified according to the Australian and New Zealand Standard Industrial Classification (ANZSIC), 1993 (Cat. no. 1292.0).

Internal training course

Work-related training courses that were mainly attended by people working for the person's employer or business at the time of training.

In the labour force

People who, during the reference week, were employed or unemployed, as defined.

Leave entitlements

Wage or salary earners were asked whether they were entitled to paid holiday leave and/or paid sick leave with their employer. Entitlement to paid holiday and/or sick leave is sometimes used as a proxy for determining the permanent or casual status of workers.

Level (and field) not determined

Level (and field) not determined includes inadequately described responses and cases where no response was given.

Level of education

Level of education is a function of the quality and quantity of learning involved in an educational activity. It is categorised according to the Australian Standard Classification of Education (ASCED) Level of Education classification.

Main period employer

The employer for whom a person worked the most weeks for wages or salary in the 12 months prior to interview. The main period employer may not be their current employer.

Marginally attached to the labour force

People who were not in the labour force in the reference week, wanted to work and:

- were actively looking for work but did not meet the availability criteria to be classified as unemployed; or
- were not actively looking for work but were available to start work within four weeks or could start work within four weeks if child care was available.

Multi-response categories

For some questions, respondents were asked to nominate as many of the listed categories

as were applicable to them. Note that subtotals of multi-response categories relate to the number of people giving responses, not the number of responses given. Consequently, the sum of individual multi-response categories may be greater than the number of people.

Non-school qualifications

Non-school qualifications are awarded for educational attainments other than those of pre-primary, primary or secondary education. They include qualifications at the Postgraduate Degree Level, Master Degree Level, Graduate Diploma and Graduate Certificate Level, Bachelor Degree Level, Advanced Diploma and Diploma Level, and Certificates I, II, III and IV levels. Non-school qualifications may be attained concurrently with school qualifications. Respondents were asked how many qualifications they had completed. Detailed questions were then asked about the three highest qualifications. This means that the tables in this publication relating to 'qualifications' (that is, tables 6 and 7) underestimate the number of qualifications attained by people who completed more than three qualifications.

Occupation

For people who worked as a wage or salary earner, it was the occupation in his/her job with their employer. For those who worked in their own business, it was their occupation in that business. An occupation is a set of jobs with similar sets of tasks. In practice, an occupation is a collection of jobs sufficiently similar in their main tasks (in terms of skill level and specialisation) to be grouped together for classification purposes. Occupation was classified to **Australian**

Standard Classification of Occupations (ASCO), Second Edition, 1997 (Cat. no. 1220.0).

On-the-job training

Work-related training where at least one of the following activities were undertaken to improve his/her job skills, while working in any job, in the last 12 months:

- asking questions of co-workers or colleagues;
- teaching yourself;
- being shown how to do your job; or
- watching others work.

Note: On-the-job training excludes any training that occurred as part of an internal or external training course, or study for an educational qualification.

Participation

Participation refers to being enrolled in a course of study or undertaking training.

Remoteness

The ABS has defined Remoteness within the Australian Standard Geographical Classification (ASGC). The ASGC Remoteness Structure is defined only in census years, commencing with the census year 2001, and includes all Collection Districts (CDs) across Australia. The purpose of the Remoteness Structure is to classify CDs which share common characteristics of remoteness into broad geographical regions called Remoteness Areas (RAs). The structure defines six RAs: Major Cities of Australia; Inner Regional Australia; Outer Regional Australia; Remote Australia; Very Remote Australia; and Migratory.

The delimitation criteria for RAs are based on the Accessibility/Remoteness Index of

Australia (ARIA), which measures the remoteness of a point based on the physical road distance to the nearest Urban Centre (ASGC 1996) in each of five size classes. For this survey, the ASGC 1996 CDs were used. The RAs were derived by calculating the average ARIA index value for each CD and applying the ASGC 2001 RA criteria.

The exclusion of sparsely settled areas from the scope of this survey led to the sample size of the Very Remote Australia category being too small to publish data (refer to the definition of 'Sparsely settled areas' in this Glossary). As a result, data from the Remote Australia and Very Remote Australia categories have been combined in this publication. Note that the small amount of sample remaining in Very Remote Australia does not represent all people living in Very Remote Australia. The Migratory category is outside of the scope of this survey and has been excluded.

The Remoteness Structure is described in detail in the publication **Statistical Geography Volume 1 Australian Standard Geographical Classification (ASGC) 2001** (Cat. no.1216.0).

School study

School study is participation in primary or secondary level education, regardless of the institution or location where the study is or was undertaken. It therefore includes such study undertaken in a TAFE or other institution.

Sector of employment

Sector of employment is divided into public and private sectors. The public sector includes all local government authorities and government departments, Australian defence forces, agencies and authorities created by, or reporting to, the State, Territory or Commonwealth Parliaments. All other employment is classified to the private sector.

Size of business

For businesses which operate at more than one location, size was based on the number of people employed at all locations in Australia. Businesses employing fewer than 20 people were classified as 'small'.

Sparsely settled areas

Sparsely settled areas are defined as all Statistical Local Areas (SLAs) with a dwelling density less than 0.06 per square kilometre. They exclude:

- smaller islands off the coast of northern Australia;
- a small number of sparsely settled SLAs which are not contiguous with any other sparsely settled SLAs and would have provided too small a sample in a region; and
- certain Western Australian towns in sparsely settled SLAs with populations of 5,000 or more people.

Study

Used in this publication as an abbreviated form of 'enrolled to study at school level or for a non-school qualification'.

Studying full-time

People who said they were enrolled to study full-time.

Studying part-time

People who said they were enrolled to study part-time.

TAFE

A Technical and Further Education institution. In Victoria this may also be interpreted as Training and Further Education.

Training

Refers to whether a person had undertaken at least one of the following types of activity in the 12 months prior to interview:

- completed an internal training course;
- completed an external training course; or
- undertook on-the-job training.

Training courses

Training courses were defined in this survey as activities which were undertaken in Australia primarily to obtain, maintain or improve employment-related skills or competencies. To be included in the scope of the survey, training courses had to:

- be work-related;
- have a structured format, with an orderly or methodical means of presenting or providing the training during a period of time; and
- be completed during the 12 months prior to the interview.

Examples of training courses include:

- training seminars, training workshops and other group training sessions;
- demonstration training sessions and training conferences;
- audio visual presentations and talks or lecture presentations; and
- classroom-style presentations or self-paced training courses.

Training courses exclude:

- on-the-job training or any type of ad hoc 'learn as you go' training, although some information was collected for this type of training;
- attendance at conferences, seminars, workshops, etc., where the primary focus was not on skills acquisition; and
- study for an educational qualification.

Respondents were asked how many training courses they had completed in Australia in the last 12 months. Detailed questions were then asked about a maximum of four completed courses, starting with the most recent. This means that the tables in this publication relating to 'training courses' (that is, tables 23 to 31) underestimate the number of training courses undertaken by people who attended more than four training courses. See entries for internal training course and external training course.

Unemployed

People aged 15 to 64 who:

- were not employed during the reference week;
- had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week; and
- were available for work in the reference week.

Note: This definition differs slightly from that given in **Labour Force, Australia** (Cat. no. 6203.0). See paragraph 41 of the Explanatory Notes for details.

Usual residence

A usual residence is a dwelling that is a person's only or main residence. If a person resided in more than one dwelling, the usual residence was the dwelling with which the person had the strongest familial and/or economic ties. This would normally be the person's permanent home base or place of permanent address.

Wage or salary earner

An employed person who, during the reference week, worked for an employer for wages or salary in their main job. This definition differs from the definition of 'employee' given in **Labour Force, Australia** (Cat. no. 6203.0). See paragraphs 42 to 44 of the Explanatory Notes for details.

Worked full-time

In this publication 'worked full-time' refers to employed people who usually worked 35 hours or more a week in their current main job. It also refers to people who usually worked 35 hours or more a week with their main period employer.

Worked part-time

In this publication 'worked part-time' refers to employed people who usually worked less than 35 hours a week in their current main job. It also refers to people who usually worked less than 35 hours a week with their main period employer.

Data Cubes (List of Tables (I-Note) - Data Cubes

These tables include estimates for Australia, and selected estimates for States and Territories, corresponding to the tables included in **Education and Training Experience, Australia** (Cat. no. 6278.0). Some of the estimates in these files have high relative standard errors and should be used with caution. Clients may choose to aggregate some of these estimates, as appropriate, to obtain estimates with lower relative standard errors. In Excel, estimates with high relative standard errors are shown with a small triangle in the corner of the cell. When you move your mouse over the cell, you will see either one or two asterisks which relates to the standard error. For more information about standard errors, please see **Technical Note - Reliability of Estimates**.

List of tables

Table no.	Table details	Availability
EDUCATIONAL ATTAINMENT		
1	All persons: Level of highest educational attainment, by age and sex	All states
2	All persons: Main field of highest educational attainment, by age and sex	All states
3	All persons: Level of highest educational attainment, by first language spoken, whether had a disability, relationship in household, State or Territory of usual residence, and remoteness	All states
4	All persons: Level of highest educational attainment, by main field of highest educational attainment	All states except NT and ACT
5	All persons: 2001 study status by number of non-school qualifications completed, by age and sex	All states
6	Non-school qualifications completed: Level of education, by age and sex	All states
7	Non-school qualifications completed: Main field of education, by age and sex	All states
8	Persons with two or more non-school qualifications: Whether all qualifications at same level and whether all qualifications in same field, by age and sex	All states
9	Wage or salary earners with two or more non-school qualifications: Whether all qualifications at same level and whether all qualifications in same field, by industry, occupation, whether worked full-time or part-time, sector of employment, size of business, and whether had leave entitlements in current main job	All states except NT and Tas
10	Persons not at school: Level of highest educational attainment and main field of highest educational attainment, by labour force status and sex	All states
11	Wage or salary earners: Average usual weekly earnings in current main job by sex and whether full-time or part-time, by level of highest educational attainment and main field of highest educational attainment	All states except NT
12	Wage or salary earners: Level of highest educational attainment, by industry, occupation, whether worked full-time or part-time, sector of employment, size of business, and whether had leave entitlements in current main job	All states
13	Persons in, or marginally attached to, the labour force: Time series of highest non-school qualification, by age	Australia only
PARTICIPATION IN EDUCATION		
14	All persons: 2001 study status by level of education of 2001 study, by age and sex	All states
15	Persons who studied in 2001: Main field of education of 2001 study, by age and sex	Australia only
16	Persons who studied in 2001: Level of education of 2001 study, by first language spoken, Indigenous status, whether had a disability, relationship in household, State or	All states except NT and ACT

	Territory of usual residence, and remoteness		
17	Persons who studied in 2001: Level of education of 2001 study, by main field of education of 2001 study		Australia only
18	Persons who studied for a non-school qualification in 2001: Level of education of 2001 non-school study, by type of institution or organisation at which enrolled, whether studied full-time or part-time, main method of delivery, financial support, and computer/Internet access at home		All states except NT and ACT
19	Persons who studied for a non-school qualification in 2000: Current labour force status, by level of education of 2000 non-school study and main field of education of 2000 non-school study		Australia only
20	Wage or salary earners who studied in 2001: Level of education of 2001 study, by industry, occupation, whether worked full-time or part-time, sector of employment, size of business, and whether had leave entitlements in current main job		Australia only
21	Persons in, or marginally attached to, the labour force: Time series of whether studied in year of survey, by age and sex		Australia only
PARTICIPATION IN TRAINING			
22	All persons: Number of training courses completed, by first language spoken, Indigenous status, whether had a disability, relationship in household, State or Territory of usual residence, and remoteness, by sex		All states
23	Training courses completed: Field of training, by age and sex		All states
24	Training courses completed: Whether working at time of training, by field of training, whether any costs incurred by participant, whether participant received financial support, and main method of delivery		All states
25	Training courses completed by wage or salary earners: Field of training, by industry, occupation, sector of employment, size of business, and whether had leave entitlements in job at time of training		All states
26	Training courses completed by wage or salary earners: Total training hours and average training hours per course, by industry, occupation, sector of employment, size of business, and whether had leave entitlements in job at time of training		All states except NT and ACT
27	Training courses completed by wage or salary earners: Industry at time of training, by whether worked full-time or part-time, whether had leave entitlements, whether training held in work time or own time, whether participant received financial support, and time spent on training course		All states
28	Training courses completed by wage or salary earners: Whether skills are transferable and whether helped obtain a pay rise or promotion, by age, sex, first language spoken, Indigenous status, whether had a disability, relationship in household, and State or Territory of usual residence		All states

29	Training courses completed by wage or salary earners: Whether skills are transferable and whether helped obtain a pay rise or promotion, by field of training, industry and occupation in job at time of training		All states
30	Training courses completed by persons while not working: Whether helped obtain a job, by age, sex, first language spoken, Indigenous status, whether had a disability, relationship in household, and State or Territory of usual residence		All states
31	Training courses completed by wage or salary earners: Time series of total training hours and average training hours per course, by industry of main period employer, and sex		Australia only
32	Persons in, or marginally attached to, the labour force: Time series of training undertaken, by age and sex		Australia only
PARTICIPATION IN EDUCATION AND TRAINING			
33	Persons not at school: Barriers to study and training, by age and sex		All states
34	All persons: Future study intentions and whether wanted to study or train, by age, sex, first language spoken, Indigenous status, whether had a disability, and whether had a non-school qualification		All states
35	Employed persons: Participation in education and training, by industry, occupation, whether worked full-time or part-time, sector of employment, size of business, and whether had leave entitlements in current main job		All states
36	All persons: State or Territory of usual residence, by participation in education and training, level of highest educational attainment, number of training courses completed, future study intentions, and highest year of school completed, standardised by age		Australia only

Reliability of Estimates (Technical Note)

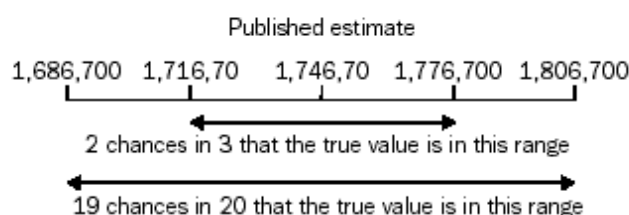
RELIABILITY OF ESTIMATES

1. Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability, that is, they may differ from those that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE), which indicates the extent to which an estimate might have varied by chance because only a sample of dwellings was included. There are about two chances in three that a sample estimate will differ by less than one SE from the number that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs. Another measure of the likely difference is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate.

2. Space does not allow for the separate indication of the SEs of all estimates in this publication. Tables of SEs and RSEs for estimates of numbers of persons and estimates of numbers of training courses and qualifications appear at the end of these Technical Notes. These values do not give a precise measure of the SE or RSE for a particular estimate but will provide an indication of its magnitude. SEs and RSEs for estimates of earnings, total training hours and average training hours have not been included in this publication, but are available on request.

Calculation of standard errors

3 An example of the calculation and use of SEs in relation to estimates of numbers of persons is as follows. Consider the estimate for Australia of persons aged 25 to 34 who have completed one or more non-school qualifications, which is 1,746,700. Since this estimate is between 1,000,000 and 2,000,000 in the SE table for person estimates, the SE will be between 23,650 and 32,100, and can be approximated by interpolation as 30,000. Therefore, there are about two chances in three that the value that would have been produced if all dwellings had been included in the survey will fall within 30,000 persons of the survey estimate, i.e. in the range 1,716,700 to 1,776,700, and about 19 chances in 20 that the value will fall within 60,000 persons of the survey estimate, i.e. in the range 1,686,700 to 1,806,700. This example is illustrated in the diagram below.



4. As can be seen from the first SE table at the end of this Technical Note, the smaller the estimate the higher the RSE. Very small estimates are subject to such high SEs (relative to the size of the estimate) as to detract significantly from their value for most reasonable uses. In the tables in this publication, only estimates with RSEs of less than 25%, and percentages based on such estimates, are considered sufficiently reliable for most purposes. However, estimates with larger RSEs have been included and are preceded by an asterisk (e.g. *3.4) to indicate they are subject to high SEs and should be used with caution. Estimates with RSEs greater than 50% are preceded by a double asterisk (e.g. **2.1) to indicate that they are considered too unreliable for general use.

5. The SE can be calculated from the RSE and the estimate using the following formula:

$$SE = RSE \times Estimate$$

PROPORTIONS AND PERCENTAGES

6. Proportions and percentages formed from the ratio of two estimates are also subject to sampling errors. The size of the error depends of the accuracy of both the numerator and denominator. A formula to approximate the RSE of a proportion is given below:

$$RSE(\frac{x}{y}) = \sqrt{[RSE(x)]^2 - [RSE(y)]^2}$$

7. Consider the example above of the number of people who have completed a non-school qualification aged 25 to 34 (1,746,700). Of these, 883,300 or 50.1% were estimated to be male. The SE of 1,746,700 is approximately 30,000 so the RSE is 1.7%. The RSE for 883,300 is 2.5%. Applying the formula above, the RSE of the proportion is 1.8%, giving a SE for the proportion (50.1%) of 0.9 percentage points. Therefore there are about two chances in three that the proportion of persons aged 25 to 34 who have completed a non-school qualification who were male is between 49.2% and 51.0%, and 19 chances in 20 the proportion is within the range 48.3% and 51.9%.

8. Published estimates may also be used to calculate the difference between two survey estimates (numbers or percentages), which are also subject to sampling error. The sampling error of the difference between the two estimates depends on their SEs and the relationship (correlation) between them. An approximate SE of the difference between two estimates (x-y) may be calculated by the following formula:

$$SE(x-y) = \sqrt{[SE(x)]^2 + [SE(y)]^2}$$

9. While this formula will only be exact for differences between separate and uncorrelated characteristics of sub-populations, it is expected to provide a good approximation for all differences likely to be of interest in this publication.

10. The imprecision due to sampling variability, which is measured by the SE, should not be confused with inaccuracies that may occur because of imperfections in reporting by respondents and recording by interviewers, and errors made in coding and processing data. Inaccuracies of this kind are referred to as non-sampling error, and they may occur in any enumeration, whether it be a full count or a sample. Every effort is made to reduce non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient operating procedures.

Standard Errors (Technical Note)

STANDARD ERRORS OF PERSON ESTIMATES

Size of estimate (persons)	STANDARD ERROR								AUSTRALIA	
	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Standard error	Relative standard error
	no.	no.	no.	no.	no.	no.	no.	no.	no.	%
100	160	140	130	80	50	100	90	80	200	200
200	250	230	210	140	100	150	160	130	300	150
300	330	300	270	190	140	200	220	170	380	127
500	460	420	380	270	210	270	320	250	500	100
700	570	520	470	350	280	330	410	310	600	86
1,000	710	650	590	440	370	410	520	380	730	73
1,500	920	840	760	580	500	510	670	490	910	61
2,000	1,090	990	900	700	620	600	790	580	1,060	53
2,500	1,250	1,150	1,050	800	750	650	900	650	1,200	48
3,000	1,400	1,250	1,150	900	850	750	1,000	750	1,300	43
3,500	1,550	1,400	1,250	1,000	900	800	1,050	800	1,400	40

4,000	1,650	1,500	1,350	1,100	1,000	850	1,150	850	1,550	39
5,000	1,900	1,700	1,550	1,250	1,150	950	1,300	950	1,700	34
7,000	2,300	2,050	1,850	1,500	1,450	1,150	1,500	1,150	2,050	29
10,000	2,800	2,500	2,250	1,850	1,800	1,350	1,750	1,400	2,450	25
15,000	3,500	3,100	2,800	2,300	2,300	1,650	2,000	1,700	3,000	20
20,000	4,050	3,600	3,300	2,650	2,700	1,850	2,250	1,950	3,500	18
30,000	5,050	4,450	4,050	3,250	3,400	2,200	2,500	2,350	4,250	14
40,000	5,850	5,100	4,650	3,750	3,950	2,500	2,750	2,650	4,900	12
50,000	6,550	5,700	5,200	4,150	4,400	2,750	2,900	2,900	5,450	11
100,000	9,300	8,500	7,250	5,700	6,100	3,650	3,300	3,850	7,650	8
150,000	12,100	10,200	8,700	6,750	7,250	4,250	3,450	4,450	9,900	7
200,000	13,900	11,550	9,900	7,550	8,150	4,700	3,550	4,950	11,350	6
300,000	16,800	13,750	11,800	8,800	9,500	5,400	3,650	5,650	13,700	5
500,000	21,150	17,000	14,550	10,600	11,300	6,400	3,650	6,600	17,300	3
1,000,000	28,600	22,250	19,150	13,250	13,950	7,950	3,500	8,000	23,650	2
2,000,000	38,200	28,700	24,700	16,150	16,650	9,650	3,200	9,450	32,100	2
5,000,000	54,800	39,050	33,700	20,200	19,900	12,100	2,650	11,350	47,550	1
10,000,000	70,850	48,350	41,850	23,200	21,850	14,000	2,150	12,650	63,500	1

ESTIMATES WITH RELATIVE STANDARD ERRORS OF 25% AND 50%

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Size of estimate (persons)	no.	no.	no.	no.	no.	no.	no.	no.	no.
Estimates with RSEs of 25%	12,689	9,976	8,087	4,840	4,087	2,907	5,239	2,848	9,614
Estimates with RSEs of 50%	2,499	1,972	1,544	686	138	608	1,113	472	2,264

STANDARD ERRORS OF TRAINING COURSES & QUALIFICATION ESTIMATES

STANDARD ERROR

AUSTRALIA

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Standard error	Relative standard error
Size of estimate (courses & qualifications)	no.	no.	no.	no.	no.	no.	no.	no.	no.	%
100	290	310	230	180	200	140	120	190	250	250
200	420	420	330	260	290	210	200	250	360	180
300	510	510	410	330	360	260	270	300	440	147
500	670	650	550	440	480	350	380	390	580	116
700	800	770	660	530	570	420	480	450	690	99
1,000	960	920	800	650	700	510	610	540	830	83
1,500	1,190	1,120	1,000	820	870	640	800	660	1,020	68
2,000	1,390	1,300	1,170	960	1,020	750	950	770	1,190	60
2,500	1,550	1,450	1,300	1,100	1,150	850	1,100	850	1,350	54
3,000	1,750	1,600	1,450	1,200	1,250	950	1,200	950	1,450	48
3,500	1,900	1,750	1,600	1,300	1,400	1,050	1,350	1,050	1,600	46
4,000	2,000	1,850	1,700	1,400	1,500	1,100	1,450	1,100	1,700	43
5,000	2,300	2,100	1,900	1,600	1,700	1,250	1,650	1,250	1,950	39
7,000	2,750	2,450	2,300	1,950	2,050	1,500	2,000	1,500	2,300	33
10,000	3,300	3,000	2,800	2,350	2,450	1,850	2,400	1,800	2,800	28
15,000	4,150	3,700	3,500	2,950	3,100	2,300	3,000	2,300	3,450	23
20,000	4,900	4,350	4,100	3,450	3,600	2,750	3,500	2,700	4,050	20
30,000	6,100	5,400	5,100	4,350	4,550	3,400	4,250	3,450	5,050	17
40,000	7,200	6,350	6,000	5,100	5,300	4,000	4,900	4,100	5,900	15
50,000	8,150	7,150	6,750	5,800	6,000	4,550	5,400	4,700	6,650	13
100,000	12,050	11,300	9,900	8,550	8,800	6,700	7,350	7,200	9,750	10
150,000	16,250	14,250	12,350	10,700	11,000	8,400	8,700	9,300	13,000	9
200,000	19,200	16,800	14,450	12,600	12,850	9,850	9,750	11,200	15,250	8
300,000	24,250	21,250	18,000	15,800	16,100	12,350	11,350	14,650	19,100	6
500,000	32,650	28,700	23,850	21,000	21,300	16,400	13,650	20,600	25,400	5

1,000,000	49,100	43,400	34,800	30,900	31,200	24,150	17,100	33,200	37,500	4
2,000,000	74,100	66,200	50,850	45,550	45,700	35,550	20,950	54,250	55,500	3
5,000,000	128,550	116,900	83,850	76,050	75,700	59,250	26,400	106,150	93,600	2
10,000,000	196,000	181,400	122,500	112,050	110,900	87,200	30,550	179,200	139,450	1

ESTIMATES WITH RELATIVE STANDARD ERRORS OF 25% AND 50%

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Size of estimate									
(courses & qualifications)									
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Estimates with RSEs of 25%	18,899	14,650	12,923	8,741	9,760	5,076	9,349	4,938	12,672
Estimates with RSEs of 50%	4,075	3,405	2,802	1,815	2,088	1,060	1,763	1,164	2,872

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